COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

PRESS RELEASE

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Five New Subject Matter Programs for Teachers Approved by the Commission on Teacher Credentialing

SACRAMENTO - Prospective teachers will have expanded opportunities to earn single subject teaching credentials as a result of the Commission on Teacher Credentialing's recent action.

At its December 5, 2007 meeting in Sacramento, the Commission approved the following new programs:

• California Polytechnic State University, San Luis Obispo	English
• California State University, Chico	Mathematics
• California State University, Long Beach	French
• California State University, Long Beach	German
• Humboldt State University (Arcata, CA)	Mathematics

Over the next decade, school districts will face teacher shortages in all subject areas due to large-scale teacher retirements. Universities and local school districts continue to identify ways to fill the gap and to meet local needs. One way to ensure that teachers are available to teach the needed subject areas is for universities and local education agencies to offer more subject matter programs for teaching credentials.

All subject matter programs are based on specified criteria and standards and are reviewed by a panel of experts in the subject. The expert panel is made up of representatives of K-12 public schools and university faculty. The review process includes early technical assistance, review, and requests for additional information or suggestions for program changes. When the program meets the criteria and standards, the panel recommends approval to the Commission.

Single subject teaching credentials authorize teaching the subject named on the credential in a "departmentalized" setting, typically found at the middle or high school level. Teaching credential candidates may meet the subject matter requirement by completing an approved subject matter program or by passing a Commission-approved subject matter examination. The approved subject matter programs are part of an academic baccalaureate program. Teachers must also complete all other credentialing requirements such as student teaching.

Attached are descriptions of how each program is meeting its regional educational concerns and contact information for a more detailed program description.

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NEW SUBJECT MATTER PROGRAM DESCRIPTIONS
Approved by the Commission on Teacher Credentialing
December 5, 2007

California Polytechnic State University, San Luis Obispo: English
The English Department at Cal Poly incorporates the philosophy and goals expressed in California's English/Language Arts Framework, the Academic Content Standards for K-12 Students, and the National Council for Teachers of English Guidelines for Preparation of English Teachers, current developments in English education theory and practice as well as studies of California's diverse student population. The candidate outcomes are as follows:

- Candidates will recognize, analyze, and interpret representative major literary works across all genres, historical periods, and cultural contexts.
- Candidates will demonstrate critical thinking and analytic skill through close reading of both literary and non-literary text.
- Candidates will apply their knowledge of human language structures to the development of a second language and its role in facilitating academic literacy.
- Candidates will recognize the written and oral conventions of Standard English and will be able to apply them to reading and writing processes.
- Candidates will engage in a variety of writing processes, constructing clear and thoughtful products across multiple writing applications.
- Candidates will develop critical research questions and will utilize methods of inquiry that lead to quality writing and other effective methods of presentation.
- Candidates will skillfully apply the artistic and aesthetic tools necessary for effective public speaking, creative writing, and theatrical performances.
- Candidates will recognize the strategies employed by a variety of media forms to impact society and will responsibly apply these strategies in their own presentations.

The Cal Poly English Single Subject Matter Program focuses on developing fluency in the same critical areas as the state and national frameworks: reading, writing, speaking and listening. The program offers in-depth engagement with literary texts from various authors, genres and periods, including British, American, world and adolescent literature requirements, Shakespeare, and multicultural literature. The emphasis on historical development of literary forms gives students a broad understanding of various structures of literary work, while at the same time honing the vocabulary, writing, critical analysis, and listening skills essential to the state's guidelines for K-12 students. In addition, the program integrates an in-depth study of grammar and linguistics, media analysis and performance, and creative expression; furthermore, the study of literature and language are fully integrated with written and spoken expression.

For further program information please contact: Jeannine Richison (805) 756-2134

California State University, Chico: Mathematics
The CSU, Chico mathematics subject matter program is based on the philosophy that the teacher candidates are knowledgeable in the mathematics that they will teach and have exposure to and have discussed issues related to the diverse learning needs of the students they will teach. Providing future teachers with a strong foundation in mathematics beyond the mathematics they will teach will enable them to extend the learning of their students as the opportunity arises. The program's purpose is to produce high quality teacher candidates for secondary school mathematics who are knowledgeable and skillful in the standards, frameworks, methods and

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movements in mathematics education. The program is designed for prospective teachers of secondary school mathematics to experience classical and modern mathematics; to collaborate in constructing meaning for mathematical concepts; to appreciate individual differences in perspectives, imaging, connecting, solving, expressing and learning styles; to study and work with national standards and state frameworks in mathematics education; and to experience different methodologies and technologies in learning mathematics. Candidates are required to achieve the following candidate outcomes for algebra, geometry, number theory, calculus, history of mathematics, and statistics and probability:

- Given a mathematical problem, including non-standard problems, candidates will be able to apply appropriate problem solving techniques to solve the problem. They will understand the role that problem solving has played historically in the development of mathematics. Graduates will understand how problem solving can be used to effectively teach the mathematics detail in the California Mathematics Content Standards and to build a sense of inquiry and perseverance in their students.
- Candidates will learn to communicate their thinking clearly and coherently. They will learn to use appropriate mathematical language and symbols. They will learn how mathematical communication has changed throughout the history of mathematics. They will learn how to use technology effectively to communicate mathematical ideas. They will see effective communication as an essential part of teaching the mathematics detail in the California Mathematics Content Standards.
- Graduates will understand what constitutes mathematical reasoning and how to use mathematical reasoning to prove results and to build mathematical systems. They will learn about the historical development of mathematical reasoning. They will also understand the importance of mathematical reasoning in teaching the mathematics detail in the California Mathematics Content Standards.
- Graduates will learn to see mathematics as an integrated whole as opposed to a disconnected collection of facts and procedures. They will be able to identify these connections between the mathematics content areas. They will see the history of mathematics as a search for coherence and connection in mathematics. They will understand the importance of teaching the California Mathematics Content Standards as a system of mathematical relationships.

For further program information please contact: Robert Kohen (530) 898-4534

California State University, Long Beach: French

The mission of the CSULB Subject Matter Program in French is to teach French to future high school French teachers. To accomplish its goal of preparing teachers, the program is designed to provide greater understanding of the French-speaking world through study of the French language, culture, literature, film, music, and the arts. This knowledge is imparted to serve and connect with the diverse and unique language and cultural backgrounds of CSULB's students. In particular, French majors receive professional preparation to embark on a career in the teaching of French in the public schools aligned to the K-12 California Framework. Students are required to write lesson plans and units in response to framework-aligned academic knowledge and content specific instructional practices, with students guided to create framework-aligned benchmarks, standards-based outcomes, and scenarios with the components of the Language Learning Continuum (functions, contexts, content, text-types and expectations for accuracy). Those framework-aligned components include: objectives, exploratory activities, listening/reading selections, analysis/discovery of grammar, meaningful and personalized guided practice, integrative application and extension, and evaluation.

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A French teacher trained by the CSULB French Program will be able to manage a language curriculum based on:

- communication skills in spoken and written French;
- cultural knowledge of France and the francophone world, including history, literature, and social norms;
- the study of the language system within its cultural context;
- activities that promote the development of proficiency and critical thinking skills;
- successful language learning strategies;
- interesting and challenging topics from other subject areas; and
- the use of new technologies to facilitate language functions.

For further program information please contact: Jean-Jacques Jura (562) 985-2200

California State University, Long Beach: German

The mission of the CSULB Subject Matter Program in German is to teach German to future high school German teachers. To accomplish its goal of preparing teachers, the program is designed to provide greater understanding of the German-speaking world through study of the German language, culture, literature, film, music, and the arts. This knowledge is imparted to serve and connect with the diverse and unique language and cultural backgrounds of CSULB's students. In particular, German majors receive professional preparation to embark on a career in the teaching of German in the public schools aligned to the K-12 California Framework. The CSULB German subject matter program has been articulated with K-12 standards for the study of languages other than English to provide continuity in the teaching and learning of subject matter content. Students are required to write lesson plans and units in response to framework-aligned academic knowledge and content specific instructional practices, with students guided to create framework-aligned benchmarks, standards-based outcomes, and scenarios with the components of the Language Learning Continuum (functions, contexts, content, text-types and expectations for accuracy). Those framework-aligned components include: objectives, exploratory activities, listening/reading selections, analysis/discovery of grammar, meaningful and personalized guided practice, integrative application and extension, and evaluation.

A German teacher trained by the CSULB German Program will be able to manage a language curriculum based on:

- communication skills in spoken and written German;
- cultural knowledge of Germany and the German-speaking world, including history, literature, and social norms;
- the study of the language system within its cultural context;
- activities that promote the development of proficiency and critical thinking skills;
- successful language learning strategies;
- interesting and challenging topics from other subject areas; and
- the use of new technologies to facilitate language functions.

For further program information please contact: Jean-Jacques Jura (562) 985 -2200

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Humboldt State University: Mathematics

The mission of the Humboldt State University Mathematics Department is to provide excellent instruction in mathematics, statistics, and quantitative reasoning; to encourage scholarly activities among faculty and students; to meet broad community needs for mathematical and statistical expertise, including those of K-14 schools, governmental and professional organizations, and the applied sciences; and to promote mathematical and statistical literacy throughout society. The Mathematics Department's mission, goals, objectives, outcomes and assessments are consistent with the content of the State-adopted *Academic Content Standards for K-12 Students* and *Mathematics Framework for California Public Schools*. To quote the *Framework*, "An important theme stressed throughout this framework is the need for a balance in emphasis on computational and procedural skills, conceptual understanding, and problem solving." (page 2) To that end candidates study mathematics to achieve the following outcomes for the areas of algebra, geometry, number theory, calculus, history of mathematics, and statistics and probability:

- develop the ability to formulate and solve a broad range of pure and applied mathematical problems using both analytical and computational techniques;
- become knowledgeable pre-service secondary teachers skillful in working with students from diverse backgrounds;
- understand the nature of mathematics as product (as independent, deductive, axiomatic system) and also as process (a dynamic interplay of exploration and induction);
- reason mathematically—construct, appreciate and evaluate convincing mathematical arguments.

The mathematics courses reflect the following elements: activity-based instruction, critical thinking, active learning, performance-based assessment, commitment to every student's success, contextualized learning, use of technology, interdisciplinary learning, meaning-centered curriculum, connection to the world of work, conceptual understanding and real-life problem solving.

For further program information please contact: Dale Oliver 826-4921

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